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ABSTRACT

Course objectives used in Pennsylvania high school typewriting classes were used as a basis for constructing a test of typing competencies. The skills tested involved the typing of business letters, carbon memoranda manuscripts, column tables, and invoices; timed writing; English usage; and proofreading. The tests were administered to first-year typewriting students in 40 Pennsylvania high schools. Results indicated that the majority of the students met or exceeded the standards set for typing business letters. More than half of the testees, however, did not meet the minimum standards of performance set for the other competencies. Performance was lowest on the typing of invoices; there was some doubt expressed as to the advisability of teaching this skill in a first-year course. Analysis indicated that had the students' accuracy paralleled their typing speed, competent performance might have increased from five to thirty-eight percent on various skills. The tests also indicated that 62% did not meet the accepted standard for proofreading skills; increased practice was recommended for typing classes. The test problems and materials associated with test development are appended. (GDC)

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development of essential competencies and matching evaluation instruments for evaluating the performance of first-year typewriting students in the high schools of pennsylvania

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FINAL REPORT ON

THE DEVELOPMENT OF ESSENTIAL COMPETENCIES

AND MATCHING EVALUATION INSTRUMENTS FOR EVALUATING

THE PERFORMANCES OF FIRST-YEAR TYPEWRITING

STUDENTS IN THE HIGH SCHOOLS OF PENNSYLVANIA

January 1978

BUSINESS TEACHER EDUCATION DEPARTMENT

ROBERT MORRIS COLLEGE

NARROWS RUN ROAD

CORAOPOLIS, PENNSYLVANIA 15108

Robert L. Grubbs
Project Director

ACKNOWLEDGEMENTS

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The project was undertaken upon the request of the Bureau of Vocational Education, Department of Education, Commonwealth of Pennsylvania. Grateful acknowledgement is due to Dr. William Seldon, Senior Program Specialist.

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I. Introduction

A decade ago the language of competency based education did not exist. It grew first in the area of teacher education and the movement toward more accountability. Today, while contested, the concept of CBE has become so visible that it needs at least to be reckoned with by educators at all levels.

In Pennsylvania, competency based education is not just a concept, it is a commitment. Initially, this was only in the area of teacher education; but, since 1976, this commitment and its ramifications have extended to the entire basic education curriculum through the statewide efforts of Project 81.

The basic features of Competency Based Education include:

-objectives of instruction are made public;

-performance levels in relation to those objectives are made explicit;

-learning success is measured in terms of ability to meet performance levels that have been specified.

Fundamental to CBE is the concept of competency. Competency means framing of outcome goals in terms which are realistic and explicit with regard to the criteria of performances expected.

The Bureau of Vocational Education of the Pennsylvania Department of Education in 1976 awarded a grant to RMC business teacher education faculty as part of the department's efforts to clarify competencies in business education at the high school level. Specifically, the task of

the project is defined in the title of the grant: "Development of Essential Competencies and Matching Evaluation Instruments for Evaluating the Performance of First-Year Typewriting Students in the High Schools of Pennsylvania."

The following document summarizes this project.

II. Purpose

The project required the faculty at RMC to:

-Determine the competencies which first-year typewriting students in Pennsylvania schools should be able to achieve.

-Write performance objectives which would include a measurable task, the product or process to be demonstrated, the conditions under which the demonstration should occur, and the standard to be achieved.

-Construct a series of tests which would give students an opportunity to demonstrate competence.

-Arrange for tests to be given to every first-year typewriting student in randomly selected schools.

-Evaluate performance.

-Report findings in a way that could be understood easily.

-Prepare a series of conclusions and recommendations as a result of this study.

III. Method

Sample: The study was carried out from January until June, 1977. Sixty high schools were randomly selected from a listing of all the senior high schools in the Commonwealth. There was no attempt, during selection, to identify these schools by size or location. An inquiry letter (see Appendix A) was sent to these randomly selected high schools. Of the schools so approached, forty agreed to participate in the typing project.

Two schools later dropped out, and the data from one sampled school were rejected because of inconsistencies in the tests returned. This left a final sample population of 37 high schools.

The population was analyzed as to representativeness of Pennsylvania high schools. The following table summarizes the population who participated in the project. (See Appendix B for complete breakdown.)

LOCATION			SIZE		TYPE	
east	middle	west	large	small	urban	rural
18	11	8	15	22	15	12

The terms east, middle, and west were defined in the following manner: schools located in regions 1, 2, 3, and part of 5 and 6 were included in the eastern section; schools located in parts of regions 5, 6, and all of regions 7 and 9 were included in the middle section; schools located in regions 8 and 10 were included in the western section. Large schools were defined as those having 100 or more in the typewriting classes. Urban and rural schools were defined according to the Bureau of the Census definitions: urban includes places of 2,500 or more population.

IV. Procedures

Objectives presently used for typewriting classes were identified. These objectives were sent to a typewriting task force for review, and the resultant list of competencies was then used as a basis for the design of the evaluation instruments. These were administered to a small sampling in the Pittsburgh area, revised, and then sent to the participating schools.

The completed tests were scored and the resultant data analyzed. The following sections explain in detail each component of the above synopsis.

A. DETERMINE THE COMPETENCIES WHICH FIRST-YEAR TYPEWRITING STUDENTS IN PENNSYLVANIA SCHOOLS SHOULD BE ABLE TO ACHIEVE

1. *Survey of Tasks on which Competencies are Based*

Initial work on the project included a survey of typewriting research studies, articles by typewriting authorities, chapters in methods books, curriculum guides from other states, and teachers' manuals for typewriting textbooks used in the high schools of Pennsylvania.

The survey showed a lack of agreement on the competencies to be achieved by first-year typewriting students. Some sources suggested numerous tasks including chainfeeding envelopes, composition at the machine, typing from handwritten copy, and solving problems with specific instructions. Other sources suggested the requirement of a higher degree of competence on fewer typing tasks.

2. *Decisions on Tasks*

It was decided that only the tasks stressed in the typewriting textbooks currently used in Pennsylvania should be included in formulating the competencies.

The following competencies were stressed in all the typewriting textbooks used in Pennsylvania; were uniformly accepted as competencies that all first-year typewriting students should be able to demonstrate; and were, therefore, selected for this study.

a. Correct techniques used in touch typing
b. Straight-copy speed with appropriate accuracy
c. Production skill on common typing problems
d. Knowledge of typing style and English usage
e. Proofreading ability
f. Desirable work habits

3. *Competencies*

It was the original intent of the study to provide goals for the end of the first as well as the second semester's instruction. This was not possible because official approval of the project was not received in time; and, therefore, goals for the end of the first year of typewriting only were provided.

The preliminary survey revealed that there is no uniform set of standards for evaluating students at the end of one year of typewriting instruction. For example, on straight copy timed writings of five minutes' duration, the standards suggested ranged from 32 gross words a minute with 13 errors to 40 gross words a minute with 5 errors.

4. *Decisions on Levels of Competency to be Sought*

The goal in formulating competency performance levels was to suggest guides for determining acceptable performance rather than providing a basis for grading students. With this in mind, the following decisions were made:

a. A standard for straight copy of 35 gross words a minute with no more than 7 errors was set.

b. Students were requested to erase and correct errors on all problems, since erasing is a requirement for

personal as well as office tasks and since many students have the opportunity to take only one year of typing. For each uncorrected error on the majority of the problems, ten words were deducted from the total words typed. For each uncorrected error on the memo test, which requires a carbon copy, fifteen words were deducted from the total words typed.

c. Because of the importance of letter typing by clerks, typists, and stenographers and the consequent emphasis on letters in typewriting textbooks, a longer timing (20 minutes) was selected for the production of letters.

d. Because the rough-draft manuscript copy was not very "rough" and did not contain footnotes or set-off quotations, a rate equal to that of letter typing (14 wam) was required.

e. The production rate on tables, unarranged memos, and invoices was kept constant--10 wam.

f. An objective test was used to measure typing style and English usage since it would require less time and would cover more items than could be measured by a performance test.

g. The actual proofreading skill demonstrated on the various problems provided a more realistic situation than a proofreading exercise.

B. WRITE PERFORMANCE OBJECTIVES WHICH WOULD INCLUDE A MEASURABLE TASK, THE PRODUCT OR PROCESS TO BE DEMONSTRATED, THE CONDITIONS UNDER WHICH THE DEMONSTRATION SHOULD OCCUR AND THE STANDARD TO BE ACHIEVED

Objectives, based on input from part one, were written. Further, samples of learning guides showing the kinds of strategies that could be used to help students achieve each performance objective were suggested.

The competencies, performance objectives, and learning guides were then submitted to a task force[1] for comments and suggestions.

[1]See Appendix C, Task Force Members.

The task force, composed of high school typewriting teachers, professors at teacher training institutions, and two typewriting authorities, reviewed the competencies and submitted their comments. Suggestions made by the task force were studied by RMC personnel and revisions were made. The final competencies, performance objectives, and learning guides were sent to the teachers participating in the study. Appendices D, E, and F display each of these.

Participating teachers were asked to keep the following points in mind as they read these materials:

1. The competencies were not written to correspond with those given in any particular textbook. Students who were taught from any of the excellent textbooks used in Pennsylvania today should be able to meet the competencies listed.

2. The tests were scheduled to arrive well before the end of the school year. Since the arrangement of items within a long test affects the results, a separate test was developed for each performance objective. It was recommended that each test be given after the students received final instruction on that type of material.

3. The actual proofreading skill demonstrated in the performance tests constituted the evaluation of proofreading ability.

4. Since the quality of paper used in various schools may differ, the neatness of corrections was not judged.

5. Enough material was provided on each test to allow the outstanding students to type for the full time allowed. Students were to be told to type at their best rate with their best control. Typing of all materials was not expected.

C. CONSTRUCT A SERIES OF TESTS WHICH SHOULD GIVE STUDENTS AN OPPORTUNITY TO DEMONSTRATE COMPETENCIES IN VARIOUS TASKS

Tests were designed for eight of the ten competencies identified as essential for first-year typewriting students.

1. *Rationale for the Design of the Tests for Competencies 1 Through 8*

The main objective of the test designers was, of course, to construct test instruments that would most nearly reflect whether or not the students were able to meet the evaluative criteria as described in the competencies for first-year typing students. In general, materials were developed which exemplified acceptable performance in measuring achievement in beginning typewriting. To be as fair as possible and yet maintain consistency for the sake of administering the tests, tabulating the results, and deriving conclusions, the following guidelines were established:

a. Although the copy for all the tests was orginal, the test designers specified directions and followed a format which would be understood by all Typing I students regardless of textbook used. This was done to avoid the possibility of terminology becoming a factor in determining performance on the test.

b. The difficulty levels for the production tests (Problems 2 through 6) were kept at a range from easy to average syllabic intensity. This range was selected after reviewing the textbook materials written by the authors of the major publishing companies (South-Western and McGraw-Hill).

c. In order to keep the actual typing time consistent for all students on each part of the production tests (Problems 2 through 6), a setup time was indicated for each of these tests. During this time period, the student was able to preview the material to be typed, complete any computations, and make the necessary machine adjustments; however, he/she was not permitted to type during this setup time.

d. Enough copy was provided for each of the production tests so that a student would not have to type copy over again to meet the minimum criteria as specified in the objectives.

e. The syllabic intensity of the timed writing (Problem 1) was within the average range of difficulty.

Because of the difficulty in obtaining realistic scores on tests involving addressing envelopes for more than 3,000 students from 40 schools, a test for that competency (Competency 9) was not designed. No test was designed for Competency 10 because it was decided that typewriting techniques and student work habits could be best evaluated by the individual classroom teachers.

2. *Tests Used in the Project*

Appendices G through M display final copies of the tests actually used in the project. Procedures for the testing, including directions to the students and teachers were also written. A small pilot testing of these materials was made in four high schools in the Pittsburgh area. These materials were also submitted to the task force for comments and recommendations. (Copies of these comments are availble upon request.)

D. ARRANGE FOR TESTS TO BE GIVEN TO EVERY FIRST-YEAR TYPEWRITING STUDENT IN SCHOOLS SELECTED

The cooperating schools were sent packages which included a packet of tests for each typewriting student, directions for administering the tests, a list of materials needed or supplied by the project, and directions for the return of the tests (see Appendix N).

One school needed a remailing, as materials were lost; eight schools made one or more phone calls for clarification; and one school questioned the project on representativeness of the schools in the sampling and the make-up of the task force. The questions in the phone calls centered less on directions than on concerns about:

- -high absenteeism which would make the whole series hard to administer to each student (nearly one-fourth of the schools commented in some way or another about this problem);
- -the fact that the tests were to be given near the end of the school year when there are so many other tasks to be completed by the teachers; and
- -the competencies being tested included some which were not included in the school's first-year typing curriculum.

Tests were returned by 38 of the 40 schools cooperating during the latter part of May and throughout the month of June, 1977. Thirty-one of the schools completed all the seven tests, six completed parts of the seven tests (testing on invoices most often omitted) and one school was dropped from the sample because of inconsistencies in the returned tests. Most of the schools' returns did give evidence of an appreciable rate of absenteeism. On the other hand, many teachers cooperating in the project made an admirable effort to have as many as possible complete the entire series by making up those missed.

E. EVALUATE PERFORMANCE ON THE TESTS ADMINISTERED

Stratified random sampling was used for selecting fifteen percent of the returned tests from each school (Appendix O). Correcting procedures were standardized (Appendix P), and the test correctors

were trained by the test developers. Further, the correctors were monitored throughout the time of the test correction.

V. Findings

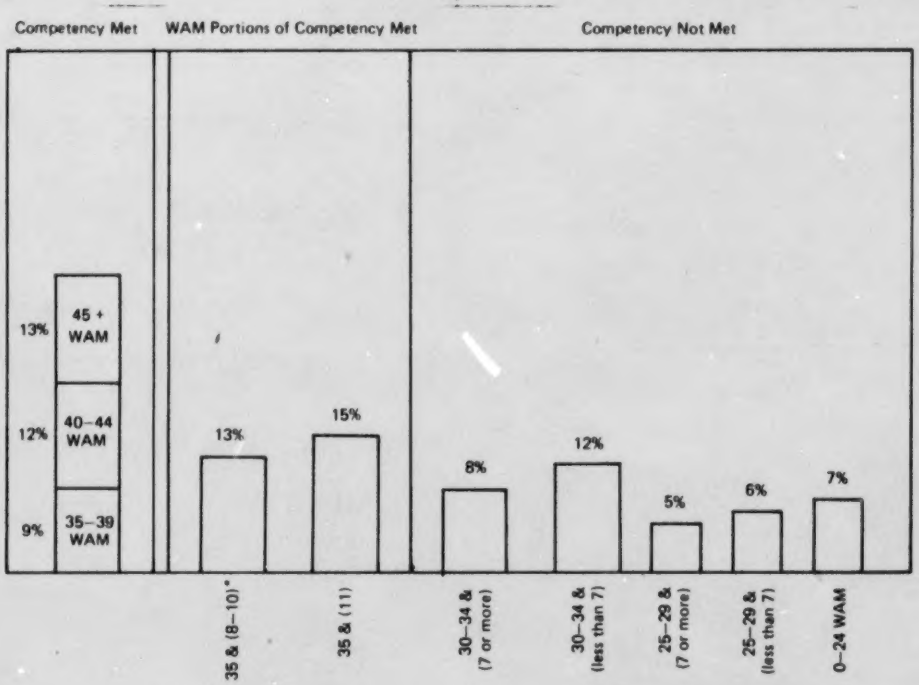
The performance of the sampled population on the eight competencies tested in this project can be summarized as follows:

> Thirty-four percent met or exceeded the stated competency for straight copy; fifty-two percent met or exceeded the competency for letters; ninteen percent met or exceeded the competency for a memo with a carbon; thirty-six percent met or exceeded the competency for a manuscript; twenty percent met or exceeded the competency using a column table; eighteen percent met or exceeded the competency for invoices; thirty-eight percent met or exceeded the competency on the objective test of knowledge in Typewriting I; and thirty-eight percent met or exceeded the proofreading competency. Appendix Q describes the meeting of these competencies according to size of schools, location, and population.

The previous paragraph represents the actual meeting of the competencies identified by the typewriting project. For Vocational Education and school purposes, however, it seemed a further breakdown of the findings was essential. The following pages describe performances for each of the eight objectives tested.

OBJECTIVE 1: Straight Copy

Given straight copy paragraph material of average difficulty demonstrate your ability to touch type for a period of five minutes at the rate of at least 35 GWAM with not more than seven errors.



Of the thirty-four percent who met the competency, note should be made of the degrees: over one-third of this group typed forty-five or more words a minute and had seven or less errors. Further, twenty-eight percent met the WAM part of the criteria for Objective 1 but had more than seven errors. The remaining thirty-eight percent did not demonstrate minimum competency on this test.

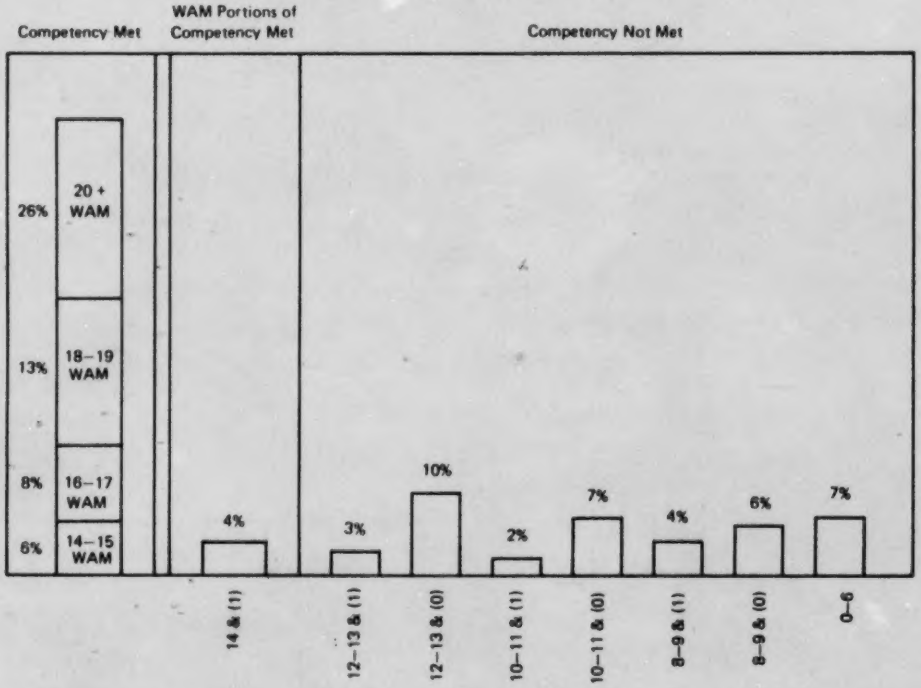
*Number in parenthesis throughout these tables indicates number of errors.

OBJECTIVE 2: Letters

Given a twenty-minute production timing on unarranged average length business letters containing basic letter parts, demonstrate your ability to:

(1) type the letters in acceptable form and

(2) proofread and correct any errors at a minimum production rate of fourteen words a minute.



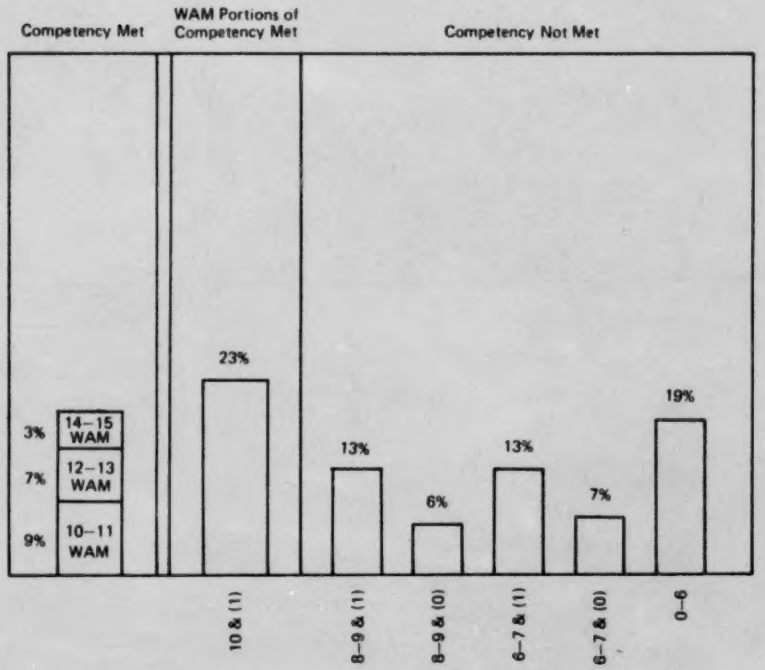
Fifty-two percent of the population met the competency for unarranged business letters. While the performance level indicated fourteen words a minute with no uncorrected errors, sixteen percent typed sixteen to nineteen WAM and twenty-nine percent typed twenty or more words a minute with no uncorrected errors.

OBJECTIVE 3: Carbon Memo

Given a fifteen-minute production timing on short, unarranged memos, demonstrate your ability to:

(1) type the memos in acceptable style using preprinted forms and making a carbon of each and

(2) proofread and correct any errors on both orginals and carbons at a minimum production rate of 10 words a minute.



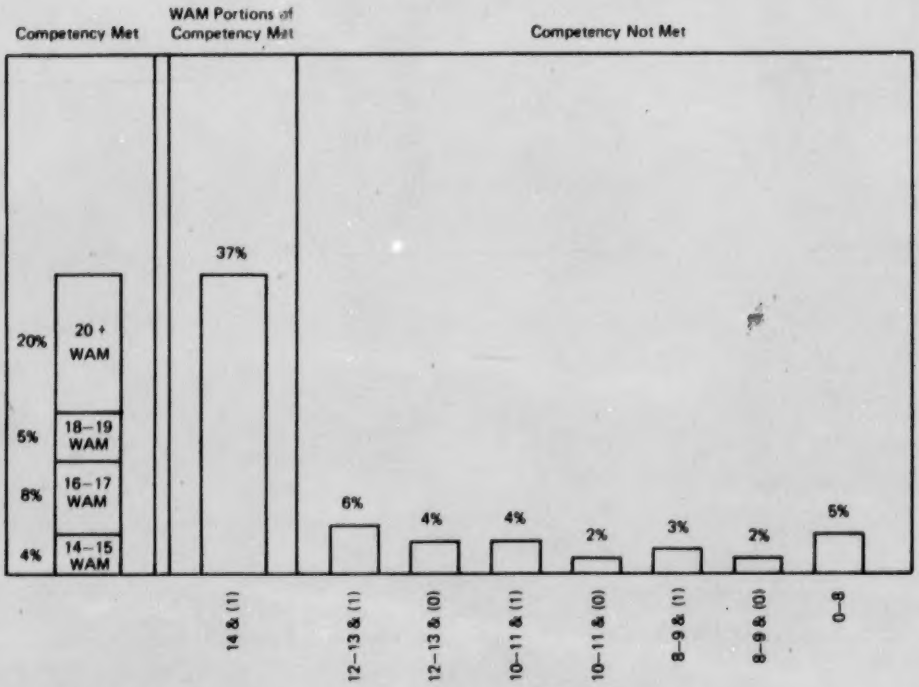
Nineteen percent of the population met the competency for memos with a carbon. While the performance level indicated ten words a minute with no undetected errors, over half of this group met the competency by typing more than twelve words a minute. Further, with only one undetected error, another twenty-three percent met the competency.

OBJECTIVE 4: Manuscript

Given a fifteen-minute production timing on rough draft manuscript containing both proofreaders' symbols and handwritten corrections, demonstrate your ability to:

(1) type the manuscript in unbound form and

(2) proofread and correct any errors at a minimum production rate of fourteen words a minute.



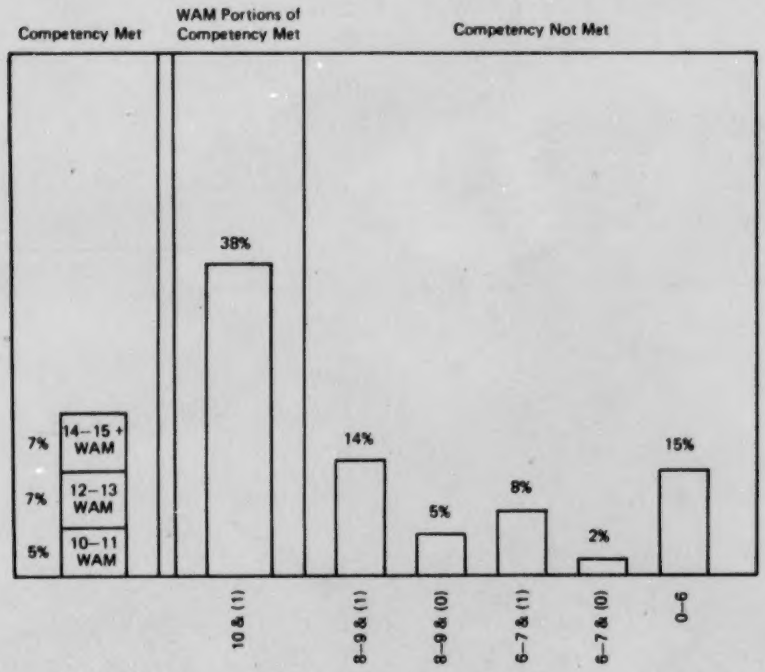
Thirty-six percent of the population met the competency for the manuscript. While the performance level indicated fourteen words a minute with no uncorrected errors, most met this competency with over sixteen words a minute. Another large group, thirty-seven percent of the population, met the WAM part of the competency.

OBJECTIVE 5: Tables

Given a fifteen-minute production timing on three-column arranged tables containing words, figures, and columnar headings, demonstrate your ability to:

(1) center and type tables in unruled form and

(2) proofread and correct any errors at a minimum production rate of 10 words a minute.



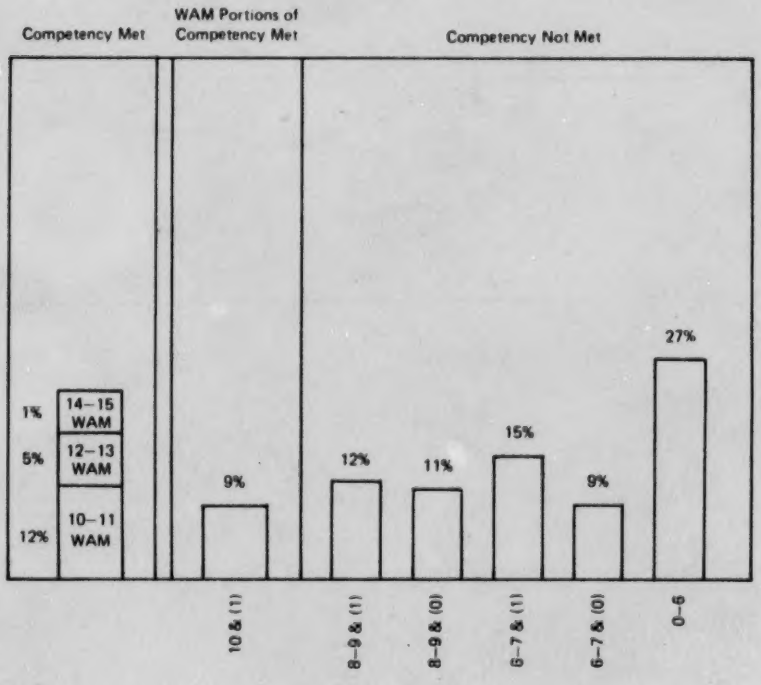
Twenty percent of the population met the competency for tables. Again, a full thirty-eight percent of the population would have met this competency except for one uncorrected error. On the other hand, a full fifteen percent typed less than six words a minute.

OBJECTIVE 6: Invoices

Given a ten-minute production timing on invoices, demonstrate your ability to:

(1) type on printed invoice forms the information as shown and

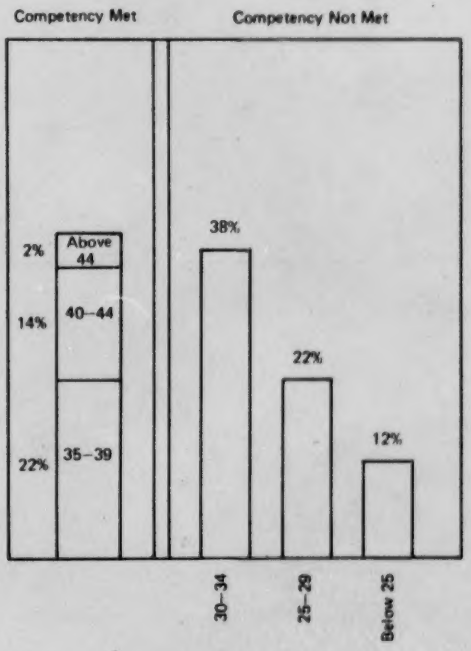
(2) proofread and correct any errors at a minimum production rate of ten words a minute



Eighteen percent met or exceeded this competency for invoices. Further, a full twenty-seven percent typed less than six words a minute.

OBJECTIVE 7: Objective Test

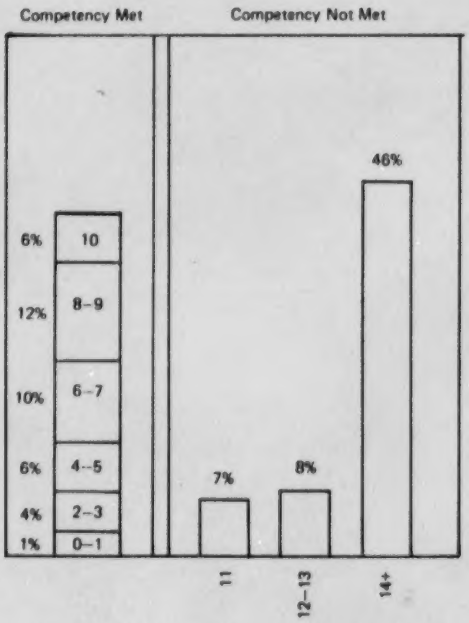
Given a typing style and English usage test containing fifty objective items previously presented, demonstrate your ability to made a correct response to at least thirty-five of the test items within fifteen minutes.



Thirty-eight percent of those who took the objective test on typewriting met the competency. Of these, nearly half had forty or more items correct on the fifty-item test. Twenty-eight percent of the population came within five points of meeting the standard.

OBJECTIVE 8: Proofreading

Having completed the production problems used as the performance tests, demonstrate your proofreading ability by identifying and correcting any errors made on these problems with a total of no more than ten undetected errors.



Thirty-eight percent met Competency 8, as demonstrated by having not more than ten undetected errors in the copy submitted. Forty-six percent had fourteen or more undetected errors.

IV. Conclusions

Students should have several opportunities to demonstrate their full range of typewriting competencies. The result of this study should be considered as only one indicator of the performance of first-year typewriting students in Pennsylvania. A more complete picture would emerge if one also considered the overall testing programs of individual schools, and later, the actual typing performance which the students demonstrated in their initial jobs. The competencies suggested, however, in this study seem reasonable for students to achieve by the end of one year of typing in the schools of Pennsylvania. The identified skills also parallel those suggested in the two textbooks used by all but one of the sampled schools.

Data presented in Part V evidenced that the majority of the students in the sampled population met or exceeded the competency standard set for typing business letters (competency two). More than half of those sampled did not meet the minimums as identified and defined by this study for the remaining seven competencies. Performance was lowest in the typing of invoices. Six schools omitted the testing on invoices completely; several questioned whether invoices should be taught in the first year.

The data also evidenced that, in each area, competent performance might have been increased anywhere from five to thirty-eight percent if students' accuracy had paralleled their typing speeds.

Test eight indicated the lack of proofreading skills. Sixty-two percent of the students sampled did not complete the sequence of tests with ten or less undetected errors. In light of the fact that one final indicator of success as a typist is the ability to proofread, this study recommends that teachers design strategies and tasks which enable students to develop the ability to proofread for mailable copy. (It should be noted that time was not allowed by the test designers for proofreading after each exercise was completed.)

Although the syllabic intensity in test one fell within the average range of difficulty, it was suggested by a member of the task force that the timed writing should have included two other controls: length of words and the most commonly used words. A copy of such a triple controlled timed writing is provided in Appendix S.

It seemed inappropriate to compare results by area or school size, as the sample was dependent upon the voluntary participation by schools rather than on matched sampling.

The results of the testing for the competencies identified by this project have let to the following conclusions:

1. First year typewriting students perform better in typing business letters than in any other commonly taught skill.

2. Competencies in straight copy, carbon memo, manuscript, tables, invoices, proofreading and typing style and English usage (objective test) were not met by a majority of the first-year typewriting students.

3. Increased practice in proofreading skills is necessary.

4. Inclusion of invoices in the first-year curriculum should be reconsidered.

5. Testing should immediately follow the completion of units of instruction.

6. Consideration should be given to replication of the study in order either to substantiate the results or revise the design of the individual competencies and/or tests.

The entire project would not have been possible without the gracious and sustained cooperation of the school districts, the individual business education teachers in the sampled schools, and the students in each of the Typewriting One classes.

APPENDICES

APPENDIX A

Inquiry Letter

To: Dr. Elsie Leffingwell, Chairman BTE
Robert Morris College

_____ High School will participate in the typewriting project. We have approximately_____ first-year typewriting students. The contact person in our school will be:

_____
_____
_____
_____

_____
(date)

_____ High School cannot participate in this project.

PLEASE RETURN THIS CARD BY FEB. 25, 1977.

The Bureau of Vocational Education, Department of Education, of the Commonwealth of Pennsylvania has asked Robert Morris College to determine the competencies which high school students completing a year of typewriting instruction should be able to achieve. We also are asked to construct performance tests to measure how adequately these competencies reflect actual achievement.

We are inviting your school to be one of 30 schools chosen to participate in this project. It is only through research such as this that we can formulate reasonable expectations of the competencies which first-year typewriting student throughout the Commonwealth should be able to achieve. With today's transient population, it is increasingly imperative that such standards be determined.

As soon as we receive your acceptance, we will mail you the competencies which have been determined and some suggested learning activities which your typewriting students might find helpful. We are constructing the performance tests now, and you will receive them well before the end of this semester. We will grade all typewriting papers and will report results without identifying schools by name. Robert Morris also will provide a consultant, Dr. Jean Silvernail, to help you personally or by phone at any time.

A reply card is enclosed. Please be sure to indicate the name of the teacher to whom materials should be sent and return the card by February 25.

May we count on your cooperation?

Sincerely yours,

Robert L. Grubbs
Vice President for Academic Affairs

ac

Encl.

APPENDIX B

COOPERATING SCHOOLS

Aliquippa Borough Sr. High School
Aliquippa, PA 15001

Bensalem Township High School
Cornwells Heights, PA 19020

Burgettstown Area Jr./Sr. High School
Burgettstown, PA 15021

Carbondale Area Jr./Sr. High School
Carbondale, PA 18407

Columbia Borough Jr./Sr. High School
Columbia, PA 17512

Council Rock High School
Newtown, PA 18940

Ephrata Area Sr. High School
Ephrata, PA 17522

Forest City Jr./Sr. High School
Forest City, PA 18421

Fort LeBoeuf High School
Waterford, PA 16441

General McLane High School
Edinboro, PA 16412

Glendale Jr./Sr. High School
Grove City, PA 16127

Henderson Sr. High School
West Chester, PA 19380

Hughesville High School
Hughesville, PA 17737

Kutztown Sr. High School
Kutztown, PA 19530

Leechburg Area Jr. Sr. High School
Leechburg, PA 15656

Line Mountain Sr. High School
Herndon, PA 17830

Lower Dauphin Sr. High School
Hummelstown, PA 17036

Milton Area Sr. High School
Milton, PA 17847

Muhlenberg Township Sr. High School
Laureldale, PA 19605

Penn Manor Sr. High School
Millersville, PA 17551

Philadelphia City
Philadelphia, PA 19142

Pleasant Valley Jr./Sr. High School
Brodheadsville, PA 18322

Quakertown Sr. High School
Quakertown, PA 18951

Reading Sr. High School
Reading, PA 19604

Ridgway Area High School
Ridgway, PA 15853

South Middleton High School
Boiling Springs, PA 17007

Sharon Hill Jr./Sr. High School
Sharon Hill, PA 19079

Shikellamy High School
Sunbury, PA 17801

Slatington Sr. High School
Slatington, PA 18080

Slippery Rock Area Sr. High School
Slippery Rock, PA 16057

South Allegheny High School
McKeesport, PA 15133

Southern Huntingdon Jr./Sr. High School
Orbisonia, PA 17234

Spring Cove Central Sr. High School
Martinsburg, PA 16662

Springfield Township Sr. High School
Erdenheim, PA 19118

Sugar Valley Area Jr./Sr. High School
Loganton, PA 17726

Unionville Jr./Sr. High School
Unionville, PA 19375

United Jr./Sr. High School
Armagh, PA 15920

Westmont Hilltop Sr. High School
Johnstown, PA 15905

Whitehall High School
Whitehall, PA 18052

Danville Area Sr. High School
Danville, PA 17821

APPENDIX C

Task Force Personnel

Ms. Evelyn Armstrong, Chairman
Business Education Department
North Hills High School
55 Rochester Road
Pittsburgh, PA 15229

Dr. Mary Jean Cignetti
1121 Greentree Road
Pittsburgh, PA 15220

Mr. Kenneth Held
Mount Lebanon High School
7 Horsman Drive
Pittsburgh, PA 15228

Dr. Alan Lloyd, Director
Gregg Typing Instructional Services
Gregg Division, McGraw Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Sister Mary Norbert
Gwyneda-Mercy College
Gwyneda Valley, PA 19437

Dr. E. W. Rarig, Dean
School of Business
Bloomsburg State College
Bloomsburg, PA 17815

Dr. Jerry W. Robinson
Assistant Vice President
and Senior Editor
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

ROBERT MORRIS COLLEGE

PITTSBURGH CENTER: 610 FIFTH AVENUE, PITTSBURGH, PENNSYLVANIA 15219 (412) 734-0440
MOON CAMPUS: NARROWS RUN RD., MOON TOWNSHIP, CORAOPOLIS, PA. 15108 (412) 264-9300

March 3, 1977

As you read the competencies and performance objectives, please keep these points in mind.

1. The competencies selected could be demonstrated by a first-year typewriting student regardless of the textbook used.

2. Since the arrangement of items within a typing test affects the total results, a separate test has been designed for each performance objective.

3. The tests may be given upon completion of the final cycle for each type of material. Each student, therefore, will have received final instruction on that type of material.

4. Instead of providing students with an unrealistic proofreading test, the actual proofreading skill demonstrated on the performance tests will constitute the evaluation of proofreading ability.

5. It is impossible to supply paper for all tests. The cooperating teachers will receive a letterhead, an invoice, and a memo form and will be asked to duplicate the sample or to provide similar materials.

6. Because the quality of paper used may differ widely, the neatness of corrections will be judged leniently.

7. Paper cut to both standard envelope sizes--four of each size--should be given to each student. The directions will indicate that the student may turn the papers over and address the opposite side, if more than eight envelope addresses are typed in the five minutes allowed.

8. Since levels of competency exist, the outstanding student will be given the opprotunity to demonstrate his/her achievement. Enough copy will be provided so that all students type for the full time allowed.

APPENDIX E

COMPETENCIES FOR FIRST-YEAR TYPEWRITING STUDENTS
IN THE HIGH SCHOOLS OF PENNSYLVANIA

At the end of one year of typewriting instruction, the high school student should have attained the following competencies:

----The ability to operate by touch the keyboard and manipulative parts of the typewriter.

----The ability to type straight-copy material with a reasonable degree of speed and accuracy.

----The ability to type at a reasonable rate usable copies of:

letters and envelopes from unarranged copy

interoffice memos and carbon copies from unarranged material

manuscripts from rough-draft copy

unruled tables from arranged copy

invoices as shown on printed forms

----The ability to proofread the material he/she has typed and to make acceptable corrections.

----The ability to demonstrate by means of an objective test his/her knowledge of correct typing style and English usage.

----The ability to demonstrate work habits that would be acceptable in an office situation.

PERFORMANCE OBJECTIVES FOR FIRST-YEAR TYPEWRITING STUDENTS IN THE HIGH SCHOOLS OF PENNSYLVANIA

Task	Performance	Standard
Given straight-copy paragraph material of average difficulty (approximately 1.5 SI)	demonstrate your ability to touch type for a period of five minutes	at the rate of at least 35 GWAM with not more than 7 errors
Given a 20-minute production timing on unarranged, average-length business letters containing basic letter parts	demonstrate your ability to (1) type the letters in acceptable form and (2) proofread and correct any errors	at a minimum production rate of 14 words a minute*
Given a 15-minute production timing on short, unarranged memos	demonstrate your ability to (1) type the memos in acceptable style using preprinted forms and making a carbon of each and (2) proofread and correct any errors on both originals and carbons	at a minimum production rate of 10 words a minute*
Given a 15-minute production timing on rough-draft manuscript containing both proofreaders' symbols and handwritten corrections	demonstrate your ability to (1) type the manuscript in unbound form and (2) proofread and correct any errors	at a minimum production rate of 14 words a minute*
Given a 15-minute production timing on three-column arranged tables containing words, figures, and columnar headings	demonstrate your ability to (1) center and type tables in unruled form and (2) proofread and correct any errors	at a minimum production rate of 10 words a minute*
Given a 10-minute production timing on invoices	demonstrate your ability to (1) type on printed invoice forms the information as shown and (2) proofread and correct any errors	at a minimum production rate of 10 words a minute*
Given a typing style and English usage test containing 50 objective items previously presented	demonstrate your ability to make a correct response	to at least 35 of the test items within 15 minutes
Having completed the production problems used as the performance tests	you will have demonstrated your proofreading ability by identifying and correcting any errors made on these problems	with a total of no more than ten undetected errors
Given a 5-minute production timing on addressing both large and small envelope-sized paper	demonstrate your ability to (1) type the envelopes in acceptable form using a mailing list of addresses containing four lines each and (2) proofread and correct any errors	at a minimum production rate of one envelope a minute*
Given a self-check sheet listing desirable work habits for typewriting classroom situations	periodically evaluate your ability to demonstrate acceptable office behavior	by attaining a satisfactory rating on a majority of the criteria listed

**For each uncorrected error, 10 words will be deducted from the total words typed; when a carbon copy is required, 15 words will be deducted for each uncorrected error.*

APPENDIX F

EXAMPLES OF LEARNING GUIDES

STRAIGHT COPY

The student will:

use the correct techniques in controlling the keyboard (including number keys) and other machine parts, in stroking the keys, and in keeping the carriage moving continuously.

demonstrate appropriate posture at the typewriter.

keep a graph or chart of timed writings, recording both speed and accuracy.

improve speed and accuracy scores during separate drives.

type sentence and paragraph copy guided either by the word count indicated in the copy or by the instructor as he/she calls time intervals.

set new goals as the length of timed writings is increased from 1 - 2 - 3 min.

figure the gross words a minute and clearly indicate errors in the copy.

LETTERS

The student will:

view transparencies, flannelboard or bulletin board displays, and/or chalkboard presentations which illustrate correct placement of letter parts.

engage in timed practice on opening and closing lines of a letter.

engage in frequent timed practice on letters.

develop skill in proofreading material while copy is in the machine.

practice making a carbon copy, checking on correct insertion of carbon pack and using paper release to prevent carbon wrinkles.

practice correcting errors on original and carbons until quick and neat corrections can be made.

type letters which include such special features as attention and subject lines, carbon copy notations, and postscripts.

ENVELOPES

The student will:

practice typing address on No. 10 and No. 6 3/4 envelopes first by exact and then judgment placement.

engage in timed practice in typing envelopes.

type envelopes with special notations such as attention, personal or confidential.

INTEROFFICE MEMOS

The student will:

study acceptable forms for typing interoffice memos.

engage in timed practice in typing interoffice memos.

practice typing memos requiring carbon copies.

practice proofreading and correcting errors on memos and carbons.

ROUGH-DRAFT MANUSCRIPT

The student will:

practice typing copy corrected by handwritten notations and by proof-readers' marks.

plan and set margins for unbound manuscripts.

practice proofreading and correcting errors.

practice placing vertically and centering horizontally main and secondary headings.

practice typing manuscripts containing subheadings.

engage in timed practice in planning and typing manuscripts.

TABLES

The student will:

review techniques for operating the tab key or bar by touch.

practice determining side margins and tab stops for multicolumn tables.

practice horizontally centering main and secondary headings.

practice determining vertical centering of tables of various lengths.

practice centering columnar headings that are wider or narrower than the columns themselves.

engage in timed practice on multicolumn tables with columnar headings.

INVOICES

The student will:

learn the purpose of an invoice, the business situation in which it is used, and the importance of figure accuracy.

practice typing copy containing words and figures.

practice using the tabulating mechanism and variable line spacer to align typed material on printed form.

practice aligning columns of figures.

PROOFREADING AND CORRECTION OF ERRORS

The student will:

practice proofreading before removing paper from machine, using the paper bail as an aid.

practice proofreading paying special attention to the accuracy of figures and to the meaning of the typewritten material.

practice making acceptable corrections quickly.

TYPING STYLE AND ENGLISH USAGE

The student will be able to use:

rules for word division.

correct spacing after punctuation marks.

correct spacing of punctuation marks in relation to quotation marks.

placement of special letter lines and notations.

open and mixed punctuation and commonly used letter styles.

correct placement for letters of varying lengths.

rules for vertical and horizontal centering.

rules for expression of numbers.

rules for capitalization.

WORK HABITS

The student will:

study the checklist of acceptable work habits.

incorporate these traits into classroom actions.

use self-evaluation to determine progress.

strive for improvement as needed.

APPENDIX G

Problem 1: Timed Writing

You will be given two 5-minute timed writings on the following material. Use double spacing and a 70-space line with a 5-space paragraph indention. Circle your errors when you are finished.

Your ability to use communication devices greatly influences how you get along with your coworkers. Your voice, gestures, words, and message determines the impression you make on the person receiving your message. When you communicate, you should strive to get your message across and to make a good impression. Good business relationships depend on how well the sender and receiver concentrate on the message being conveyed. Too often, the process isn't effective because the message and the system used are in conflict.

We use many methods to communicate each day throughout our lives. Three of the most common are speaking, writing, and using gestures: and each method requires that the voice be pleasant and audible, with varied pitch. The words must be part of the listener's vocabulary. Writing must be legible. When handwriting is used for a business message, the more legible it is, the more attention the reader will direct to the message and the less attention he will direct to the handwriting. When you use gestures to speak, they must be visible and easily understood by the observer. A nod of the head or shrug of the shoulders is worthless when the observer cannot see or interpret the meaning of the gesture.

APPENDIX H

Problem 2: Unarranged Business Letters

DIRECTIONS: You will be given 20 minutes to arrange correctly the following three business letters using an acceptable letter style. Move from one letter to another just as quickly as you can. If you finish all three letters before the 20 minutes have elapsed, begin typing the letters once again. Proofread and correct any errors as you type. Your instructor will now give you 3 minutes to set your margins and tabs and to preview the content for each of the letters.

LETTER #1: There are 154 words in the body of this letter.

(Current date) / Mr. Joseph Gray, Manager, / Dollar Savings Bank / 1452 Stanwix Street / Pittsburgh, PA 15222 / Dear Mr. Gray / (Paragraph 1) Thank you for making it so easy for me to borrow money from your bank. Before I talked with you on April 5, I was quite worried about the thought of borrowing such a large sum of money for the purchase of my first new car. / (Paragraph 2) As we had discussed previously, it will take three years before my car is completely paid off. It is my understanding that, during this period of time, your bank will hold the title to my car. I also realize that I must carry full liability and collision insurance on my car. Will you please let me know, though, if there are any limits to the amount of insurance which I must carry for each? (Paragraph 3) I am enclosing a self-addressed, stamped envelope for your convenience in replying. I look forward to the pleasure of having further dealings with your bank in the future. / Sincerely yours / John S. Beilman / (Your reference initials)

LETTER #2: There are 171 words in the body of this letter.

(Current date) / Mr. William Day / Waltman Furniture Mart / 611 Green Street / Chicora, PA 16025 / Dear Mr. Day / (Paragraph 1) I enjoyed talking with you at the diner last Tuesday, April 26. Our conversation about your trip to the furniture show in Dallas was worthwhile and informative. / (Paragraph 2) On Tuesday, you said that you were seriously considering the idea of handling your banking business through Mellon here in Chicora. At that time you asked about the variety of services which we provide to our customers. You seemed especially concerned about finding some means of reducing the number of statements which you now receive. Presently, our bank is in the process of using a much more efficient way of notifying our customers of their account balances. It is designed to combine the balances of your checking, savings, and Master Charge accounts on one statement. / (Paragraph 3) We would certainly appreciate the opportunity, Mr. Day, to serve your banking needs. Please call me at 445-3716 if you have any further questions. / Very truly yours / Don Keys, Manager / (Your reference initials)

(Over for Letter #3)

Problem 2: Unarranged Business Letters (Cont.)

LETTER #3: There are 115 words in the body of this letter.

(Current date) / Mr. Chester Grant, Agent / Baltimore Life Insurance Company / 461 Purdum Boulevard / East Brady, PA 16028 / Dear Mr. Grant / (Paragraph 1) I have an insurance policy with your company, No. 15682. This policy covers flood and wind damage to my cottage which is located on Simpson Avenue, along the river. / (Paragraph 2) Could you tell me what procedure I must follow to present a claim to your company? For example, will it be necessary to complete any claims forms for your company before I have the work completed, or can I simply have the work done and send you the bill? / (Paragraph 3) As the summer season is rapidly approaching, it is imperative that I get this matter taken care of soon. Therefore, I would appreciate your quick response to these questions. / Very truly yours / Mike Anderson / (Your reference initials)

APPENDIX I

Problem 3: Interoffice Memorandums

DIRECTIONS: You will be given 15 minutes to type the following unarranged memorandums on the forms that are provided. Make a carbon copy of each memo and correct any errors on the original and the carbon copy as you type. If you finish both memos before the 15 minutes have elapsed, begin typing the memos once again. You will now be given 2 minutes to make the necessary adjustments before your instructor gives you the signal to type.

MEMO #1

(To) Carl Evans / Claims Director / (From) James Harpster / Vice President / (Today's Date) / (Subject) Refund on Claim No. 264 / (Paragraph 1) Just today, I received a phone call from Mrs. Jane Thompson. She stated that she traveled on our flight to Tulsa on Friday, April 17. / (Paragraph 2) It seems that there is some confusion as to whether Mrs. Thompson lost one or two pieces of luggage on the trip. She claims that she lost two; however, our records show that only one piece of luggage was checked in when she boarded the plane. Is there any other data you might provide that would be helpful in settling this matter? / (Your reference initials)

MEMO #2

(To) Ms. Jill Colbert / Personnel Manager / (From) Dr. Robert Johnson / (Today's Date) / (Subject) Seminar for Staff Clerks / (Paragraph 1) I have recently talked with all of the other doctors in our unit about the skill level of the staff clerks. There are just too many proofreading and typing errors occurring in this area. / (Paragraph 2) As a result of our meeting, we are suggesting that a seminar be designed to help upgrade the skills of these clerks. Do you have any other ideas? / (Your reference initials)

APPENDIX J

Problem 4: Unbound Manuscript

DIRECTIONS: Arrange and type the following rough-draft material as a 2-page unbound manuscript. Use a 6-inch line of typing and a 5-space paragraph indention. Correct errors as you type. Time limit is 15 minutes. You will now be given 2 minutes to set your margins and tabs and to preview the content before your instructor gives you the signal to begin.

ACHIEVING THROUGH PERFORMANCE ↓ line 13

Many young people today state as a long-range goal that they wish to be successful in the career they pursue. They are aware that many factors ~~elements~~ will help to determine the amount of success they will achieve during their career. The virtues discussed in the following five sections are among these many factors.

+#→ HAVE A WINNING ATTITUDE

5 You should always attempt to bring a "winning attitude" to the job each day. Without the proper attitude, it is very unlikely that you will be able to develop your potential full. Your attitude affects your business behavior, your job performance, & your ability to work with and lead others. A "winning" attitude" can be de veloped by doing such things as: Striving for full # mastery on each aspects of your job; volunteering to do that extra assignment that will take you beyond your job: and being committed to your employer.

+#→ Be Ambitious

If you are going to reach your full potential, you must have ambition. Ambition is a virtue that will attract the kinds of attention that makes things happen in a career. You can show that you are ambitious by using your present position to prove to your supervisors that you are a highly skilled person who can assume more responsibilities.

BE CREATIVE

In addition to being skilled in the practical use of knowledge within your field ~~area~~, you must become skilled in using facts for the first time. You must keep your ears and eyes open to find methods that you can use to make operations more effective and efficient. You should always question each ~~every~~ part of your job to seek ways to improve. Never become satisfied ~~happy~~ with the way something is being done because it is the way it has been done for many years.

BE CURRENT

-# →

Do not let your learning stop when you are graduate d from your school. You must continue to grow by learning things new about your present job and your next job; the people you work and live with; the company you work for and the industry to which it belongs; the changes in your field of work. One thing is certain--there will be many changes in the world that will affect your career. The successful person is the one who can foresee the changes and adjust to them.

BE COMPLETE

5 Successful people are ~~always~~ aware that their knowledge of business and their ability to work with and lead people have been very important to their career. You, too, can be successful in your career if you set realistic goals and prepare yourself to meet the challenges along your career path. To do so, you must build upon the basics you take with you to your first job by being ambitious, creative, current, and by having a "winning attitude".

APPENDIX K

Problem 5: 3-Column Table

DIRECTIONS: You will be given 10 minutes to type the table below, using both horizontal and vertical centering. Use a full sheet of paper, use double spacing, leave 8 spaces between the columns, and use unruled form. Proofread and correct any errors as you type. You will be given 5 minutes to determine margins and tabs for the table before your instructor gives you the signal to type. If you finish the table before time is called, begin typing it once again.

ROBERT MORRIS COLLEGE

Courses Offered to Freshmen by Percent

Course Title	Department	Percent
English Composition I	Humanities	91%
Principles of Accounting	Accounting	45%
Shorthand Theory	Secretarial	70%
Economics History	Finance	32%
General Psychology	Social Sciences	60%
Data Processing	Computer Science	44%
Retail Selling	Marketing	33%
College Mathematics	Mathematics	80%
Typewriting Techniques	Secretarial	85%
Principles of Sociology	Social Sciences	65%
Applied Business Law I	Management	46%
U.S. History to 1865	History	35%
American National Government	Political Science	20%
Marriage and Family	Social Sciences	15%
Math of Business/Finance	Secretarial	60%
Introduction to Business	Management	33%

APPENDIX L
Problem 6: Invoices

DIRECTIONS: Use the forms provided to type a copy of the two invoices as shown below. Proofread and correct any errors as you type. You will be timed for 10 minutes. You will be given 2 minutes to set your left margin and tabs before you begin to type.

INVOICE

CORAOPOLIS STATIONERY SUPPLIES
507 BEAVER STREET
CORAOPOLIS, PA 15108

TO: Michael Ross Associates
4301 Dutch Road
Aliquippa, PA 15001

DATE: (Current Date)

Quantity	Description	Rate	Amount
12	Reams of 20 # White Bond Typing Paper	5.75	69.00
2	Cartons of 10 Scotch (magic) tape	9.25	18.50
6	785 One-Time Carbon Ribbon	4.00	24.00
12	Boxes of 264 Gem Paper Clips	.39	4.68
5	Boxes of #3 Lead Pencils	2.75	13.75
	Total Amount Due		129.93

INVOICE

CORAOPOLIS STATIONERY SUPPLIES
507 BEAVER STREET
CORAOPOLIS, PA 15108

TO: Tile City Stores
100 Park Ridge Drive
McKeesport, PA 15135

DATE: (Current Date)

Quantity	Description	Rate	Amount
36	F-25 Fine Point Bic Pens	.25	9.00
24	Flare Felt Tip Pens	.39	9.36
4	A-1 12" Rulers	.35	1.40
6	Stenographers Notebooks	.29	1.74
3	365-Day Appointment Calendars (3" x 5")	3.50	10.50
	Total Amount Due		32.00

APPENDIX M

Problem 7: Objective Test

Indicate the spacing required in each of the following instances. Write 0 (for none), 1, or 2 in the answer blank provided.

1. After a period that ends a sentence. 1._____
2. After a semicolon within a sentence. 2._____
3. After a question mark that ends a sentence. 3._____
4. After a period that ends an abbreviation. 4._____
5. After a colon that is used within a sentence. 5._____
6. Between a whole number and a fraction when typing a mixed number. 6._____
7. Before and after a dash that is used within a sentence. 7._____

One word in each line is divided incorrectly. Identify that word by placing the letter of your choice in the answer blank.

8. a. tele-phone b. de-cide c. ship-ped d. ex-cept 8._____

9. a. inter-views b. ser-vice c. steno-grapher d. prod-uct 9._____

10. a. a-long b. aban-don c. ahead d. re-ceipt 10._____

11. a. fis-cal b. friend-ly c. cen-tral d. smil-ing 11._____

12. a. jump-ing b. busi-ness c. how-ever d. should-n't 12._____

Match the following machine parts in Column A with the letter of the appropriate description in Column B.

Column A

13._____ Paper release

14._____ Paper bail

15._____ Line space regulator

16._____ Margin stops

17._____ Margin release

18._____ Variable line spacer

19._____ Paper guide

20._____ Tabulator

A. Used to hold the paper firmly against platen.

B. Used for slight vertical changes.

C. Used to disengage ribbon.

D. Used to loosen paper for removing.

E. Used for indenting.

F. Used to unlock margin.

G. Used to provide consistent and equal margins on both sides of the paper.

H. Used for automatic vertical spacing.

I. Used to clear tab stops.

J. Used to determine the point in which the center of the paper will appear.

Indicate whether the following underscored punctuation marks are placed correctly in relation to the quotation marks in these sentences by writing "Yes" or "No" in the answer blank at the right.

21. He stated, "The rules are too difficult to understand." _____

22. The teacher "shouted;" the scores were too low. _____

23. "You will have to do more than that", Jim told me. _____

24. When did she ask, "May I go with you?" _____

25. Our class has been studying "Western Ho!" _____

Fill in the blanks--Place the correct answer in the space to the right of each question.

26. When a colon is used after the salutation and a comma is used after a complimentary closing in a business letter, the typist is using ? punctuation style. _____

27. When the colon and comma are omitted from the salutation and complimentary closing of a business letter, the typist is using ? punctuation. _____

28. A horizontal inch of pica type has ? spaces. _____

29. On an 8½x11" sheet of paper, an elite typewriter will print ? horizontal spaces. _____

30. There are ? vertical lines to an inch on a standard typewriter. _____

31. When a typewriter is set for double spacing, ? line(s) of space will be left between the typewritten lines. _____

32. The scale reading at the left edge of a sheet of paper is 0; at the right edge it is 88. The horizontal center of the sheet is ?. _____

33. To center *By Robert L. Grubbs* correctly, backspace ? times. _____

34. To center 41 lines of single-spaced copy on a full sheet of paper (8½x11"), begin the typing on line ? counting from the top. _____

35. To center 11 lines of double-spaced copy on a sheet of paper containing 50 lines, you would begin typing on line ?. _____

36. Column headings in a table should be preceded by ? blank lines. _____

37. To leave a 2½" top margin on a page, you would begin typing on line ?. _____

Multiple Choice--Place the correct letter in the answer blank.

38. The main body of a manuscript should be typed with (a) single (b) double (c) triple spacing. _____

39. Footnotes in a manuscript should be (a) single spaced (b) double spaced (c) triple spaced. _____

40. The typist usually uses a (a) 5" (b) 6" (c) 7" line of writing to type a manuscript. _____

41. The bottom margin of a manuscript should be (a) less than an inch (b) 1 - 1½" (c) more than 1½". _____

42. A business letter that is typed on standard size stationery that contains 168 words in the body of the letter would require a line length of (a) 4 or 4½" (b) 5 or 5½" (c) 6 or 6½". _____

43. A business letter that is to be typed on standard size stationery that contains 75 words in the body would require side margins of (a) 2 or 2½" (b) 1½ or 1 3/4" (c) 1 or 1¼". _____

44. Numbers at the beginning of a sentence should be (a) typed in words (b) typed in figures (c) either a or b. _____

45. If reference initials, enclosure notations, and carbon copy notations all appear in the same business letter, the second notation on the page should be the (a) reference initials (b) carbon copy notation (c) enclosure notation. _____

46. If an attention line is used in a letter, (a) it must precede the salutation (b) Gentlemen cannot be used as the salutation (c) it must be typed in all caps. _____

47. If the subject line is used in a letter, (a) the salutation must be Gentlemen (b) it may be at the left margin (c) it precedes the salutation. _____

48. When the company name is typed in the closing lines of a business letter, it is typed in all capital letters (a) on the first line (b) on the second line (c) on the third line below the complimentary closing. _____

49. If a writer's name and title are to be typed in a letter, you should (a) type the title first (b) type the title in all caps (c) type the name first. _____

50. Footnotes in a manuscript are identified by (a) asterisks (b) letters (c) numbers. _____

ROBERT MORRIS COLLEGE

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April 18, 1977

Enclosed is the packet of tests for your typing I classes. Some general comments may make this project participation move a bit more smoothly for you:

1. Administer during the last two weeks of your school session; the students will probably perform better if all the problems are not administered at the same time, but rather spread out over several days or at the completion of the unit of work to be tested.

2. Try to have all the materials ready for use and distributed before the actual testing.

3. Be SURE that each student includes the following on EACH page typed: (upper right-hand corner, please)

Problem Number	Example:	Problem 6
School Code		Code: 08
Name of Student		Name: urs

4. Administer these problems ONLY to students completing the first year of typing I in classes which normally meet five days a week.

5. It is important in the correction of these tests that problems 2 THROUGH 6 for EACH student be kept together. This is NOT necessary for problems 1 and 7. A couple of suggestions might be found helpful in this task of keeping tests 2 through 6 together for each student:

   a. Keep each test together for the groups tested; on the last day of testing, hand back all the copies to the students to whom they belong and have each student collate his/her own in sequence (2 through 6).

   or

   b. At the beginning of the testing, give a folder to each student for keeping the finished tests. These folders could then be sent as they are or the contents of each could be stapled and sent.

6. Only two copies of each form have been sent. Please reproduce enough copies for your class(es).

7. Note:

   a. The objective test has been shortened to 50 items, taking 15 minutes of testing time.

   b. The number of the problems have been somewhat reorganized for smoother processing of the collected data.

   c. There is no test for the proofreading competency, as Problems 2 through 6 will be used for these data (hence the need to have them together for each student).

   d. The final objective (office behavior) was judged as too subjective for the purposes of this study and will not be evaluated or reported upon. Although considered to be a valid objective for typing I, the skills included need to be reviewed over a longer period of performance than available in this project.

Sincerely,

Dr. Jean Silvernail
Assistant Project Director

at

Enclosures

COVER FOR RETURN OF TESTS

SCHOOL NAME_____ SCHOOL CODE_____

NAME OF TEXT USED _____

NUMBER OF TESTS RETURNED_____

TOTAL ENROLLED IN SCHOOL _____

SIGNATURE OF CONTACT PERSON_____

THANK YOU

If you want extra copies of the final report, please indicate the number of copies and the persons to receive them:

Number _____

Name_____ Name_____

Address_____ Address_____

_____ _____

Position_____ Position_____

Name_____ Name_____

Address_____ Address_____

_____ _____

Position_____ Position_____

INSTRUCTIONS FOR RETURNING OF TESTS

1. Be sure that the students have placed all three parts of the code information on each paper which is returned to Robert Morris College.

2. Select the better of the two timed writings (Problem 1); only one is to be returned, the other can be destroyed.

3. Check that Problems 2 through 6 for each student are separate and sequential.

4. Destroy the copies of the problems sent by the project.

5. Include a note itemizing expenses of mailing and/or telephone calls for this project (or send as soon as you can).

6. Return the tests, using first-class mail, to:

Typing Project
c/o Dr. Jean Silvernail
Robert Morris College
Narrows Run Road
Coraopolis, PA 15108

Thank you.

INSTRUCTIONS TO THE TEACHER FOR ADMINISTERING THE TESTS

The enclosed evaluative devices have been designed to test the performance objectives for first-year typewriting students in the high schools of Pennsylvania. You will notice that the tests have been numbered for your convenience. Since the way in which the tests are administered can greatly affect the results, we are including these comments to the teacher for administering the tests.

All Production Tests

1. Students are not permitted to type during the setup time that appears in the instructions for each test; however, the students may insert the paper and make any necessary machine adjustments.
2. The students must type the material for each test in the order that it is given.
3. The student will be provided with the recommended amount of paper for each test (See Attachment). If the student must begin any problem again, he can do so on the back of the paper that was originally provided for that problem.
4. Read the directions for all of the problems to the students. You may answer any general procedure questions; however, you should avoid answering any questions which relate to how a problem is to be set up. For example, students should determine all their own tab stops, margins, letter style, vertical and horizontal placement, etc.

Additional Instructions for Problem 5

Allow the students 5 minutes to set up the problem before timing them for 10 minutes. The 10-minute timing should begin immediately after the 5-minute setup time. Any student who needs additional time for setup beyond the initial 5 minutes will have to finish "setting up" during the 10-minute timing.

SUPPLIES FOR ADMINISTERING TEST

Problem	Supplies needed	RMC Supplies
1	2 sheets 8½x11 typing paper	None
2	3 sheets letterhead paper	One original
3	2 full-page memo forms 1 sheet carbon paper 2 sheets onion skin materials for correcting	One original of memo
4	2 sheets 8½x11 paper	None
5	1 sheet 8½x11 paper	None
6	2 blank invoices	One original of invoice

ROBERT MORRIS COLLEGE

PITTSBURGH CENTER: 610 FIFTH AVENUE, PITTSBURGH, PENNSYLVANIA 15219 (412) 734-0440
MOON CAMPUS: NARROWS RUN RD., MOON TOWNSHIP, CORAOPOLIS, PA. 15108 (412) 264-9300

April 18, 1977

Under separate cover you will be receiving _____ packets of tests and instructions for the typing project in which you are participating in conjunction with Robert Morris College.

Please CALL COLLECT if you do not receive these materials within a week. If we do not hear from you, we will assume the entire mailing reached you.

Dr. Jean Silvernail
Assistant Project Director
(412) 264-9300, Ext. 380
c/o Typing Project

Thank you.

Sincerely,

J Silvernail

Dr. Jean Silvernail
Assistant Project Director

at

ROBERT MORRIS COLLEGE

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MOON CAMPUS: NARROWS RUN RD., MOON TOWNSHIP, CORAOPOLIS, PA. 15108 (412) 264-9300

May 10, 1977

Dear Typing Project Participant:

Two printings of the typing problems were run in preparing your mailing. One printing put Page 2 of Problem 4 on the back of Problem 5.

If your copies were printed in this manner, would you please be sure the students get Page 2 to go with Page 1 of Problem 4. Also, Page 1 of Problem 4 has two uncorrected errors:

Line 4, Paragraph 2: The "winning" should not have a closed quotation mark.

Line 7, Paragraph 2: The colon after the word "job" should be a semicolon.

Students will be counted correct for either typing.

Thank you for your help.

Sincerely,

Jean Silvernail

Dr. Jean Silvernail
Assistant Typing Project
Director

at

APPENDIX O

P O P U L A T I O N A

(1-99 Students)

School	Population	% of Whole	# to Sample
05	59	.042	9
06	60	.043	9
08	50	.036	7
09	35	.025	5
11	60	.043	9
12	95	.068	14
14	20	.014	3
15	75	.054	11
16	25	.018	4
17	90	.065	13
21	70	.050	10
22	47	.034	7
24	80	.057	12
26	45	.032	7
27	66	.047	10
28	80	.057	12
30	80	.057	12
31	45	.032	7
32	41	.029	6
33	65	.047	10
34	27	.019	4
35	88	.063	13
37	91	.065	13

P O P U L A T I O N B

(100 & Over)

School	Population	% of Whole	# to Sample
01	115	.045	17
02	150	.058	22
03	112	.044	17
04	130	.051	19
07	170	.066	25
10	100	.039	15
13	160	.062	24
18	142	.055	21
19	105	.041	16
20	150	.058	22
23	325	.126	49
25	106	.041	16
29	130	.051	19
36	102	.040	15
38	100	.039	15
39	375	.146	56
40	100	.039	15

APPENDIX P

Problem 1

Objective: Given straight-copy paragraph material of average difficulty (approx. 1.5 SI) demonstrate your ability to touch type for a period of five minutes at the rate of at least 35 GWAM with not more than 7 errors.

1. Line 3, second word should be determine.

2. At the end of the second line of the second paragraph accept a ";"

3. Computing speed: Compute gross wam and total errors.

Problem 1: Timed Writing

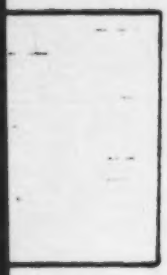
	Words
Your ability to use communication devices greatly influences how	13
you get along with your coworkers. Your voice, gestures, words, and	27
message determines the impression you make on the person receiving	41
your message. When you communicate, you should strive to get your	55
message across and to make a good impression. Good business relation-	69
ships depend on how well the sender and receiver concentrate on the	83
message being conveyed. Too often, the process isn't effective	97
because the message and the system used are in conflict.	108
We use many methods to communicate each day throughout our lives.	121
Three of the most common are speaking, writing, and using gestures:	135
and each method requires that the voice be pleasant and audible, with	149
varied pitch. The words must be part of the listener's vocabulary.	163
Writing must be legible. When handwriting is used for a business	177
message, the more legible it is, the more attention the reader will	191
direct to the message and the less attention he will direct to the	205
handwriting. When you use gestures to speak, they must be visible and	219
easily understood by the observer. A nod of the head or shrug of the	233
shoulders is worthless when the observer cannot see or interpret the	247
meaning of the gesture.	252

Objective: Given a 20-minute production timing on unarranged, average-length business letters containing basic letter parts, demonstrate your ability to (1) type the letters in acceptable form and (2) proofread and correct any errors at a minimum production rate of 14 words a minute.

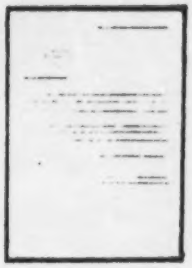
1. Acceptable form is as follows:

   A. Letter styles

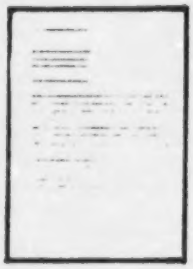
GREGG



Blocked

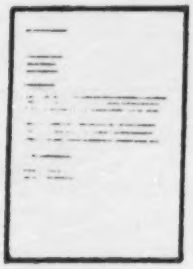


Semi-Blocked

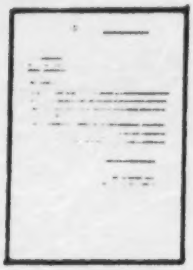


Full-Blocked

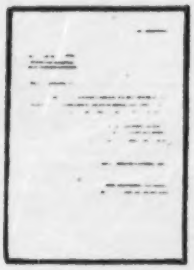
SOUTH-WESTERN



Block Style



Modified Block



Modified Block Indented Paragraphs

   B. Open or closed punctuation is acceptable.

   C. Incorrectly divided words are counted as errors; therefore, since the word "completely" is divided incorrectly on the test copy, please do not count this as an error if the student devides it as it is shown on the test.

2. Compute total speed and divide by 20. Use the blue card for incomplete lines.

   Remember to subtract 10 words for each uncorrected error before dividing.

3. Identify errors as follows:

   A. Typographical

   B. Style/Placement; for example, spacing, margins, See 1 above, etc.

      Generally an error is more than one space off either way.

ROBERT MORRIS COLLEGE

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MOON CAMPUS: NARROWS RUN RD., MOON TOWNSHIP, CORAOPOLIS, PA. 15108 (412) 264-9300

Words

June 10, 1977 3

Mr. Joseph Gray, Manager 8
Dollar Savings Bank 12
1452 Stanwix Street 16
Pittsburgh, PA 15222 21

Dear Mr. Gray: 24

Thank you for making it so easy for me to borrow money from your bank. 38
Before I talked with you on April 5, I was quite worried about the 52
thought of borrowing such a large sum of money for the purchase of my 66
first new car. 69

As we had discussed previously, it will take three years before my 83
car is completely paid off. It is my understanding that, during this 97
period of time, your bank will hold the title to my car. I also 110
realize that I must carry full liability and collision insurance on 124
my car. Will you please let me know, though, if there are any limits 138
to the amount of insurance which I must carry for each? 149

I am enclosing a self-addressed, stamped envelope for your convenience 163
in replying. I look forward to the pleasure of having further dealings 178
with your bank in the future. 184

Sincerely yours, 188

John S. Beilamn 191

at 192

Enclosure 194

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P-5

Words

June 10, 1977

3

Mr. William Day
Waltman Furniture Mart
611 Green Street
Chicora, PA 16025

Dear Mr. Day:

I enjoyed talking with you at the diner last Tuesday, April 26. Our conversation about your trip to the furniture show in Dallas was worthwhile and informative.

On Tuesday, you said that you were seriously considering the idea of handling your banking business through Mellon here in Chicora. At that time you asked about the variety of services which we provide to our customers. You seemed especially concerned about finding some means of reducing the number of statements which you now receive. Presently, our bank is in the process of using a much more efficient way of notifying our customers of their account balances. It is designed to combine the balances of your checking, savings, and Master Charge accounts on one statement.

We would certainly appreciate the opportunity, Mr. Day, to serve your banking needs. Please call me at 445-3716 if you have any further questions.

Very truly yours,

Don Keys, Manager

at

LETTER #5

ROBERT MORRIS COLLEGE

P-6

PITTSBURGH CENTER 610 FIFTH AVENUE, PITTSBURGH, PENNSYLVANIA 15219 (412) 734-0440
MOON CAMPUS: NARROWS RUN RD., MOON TOWNSHIP, CORAOPOLIS, PA. 15108 (412) 264-9300

Words

June 10, 1977 3

Mr. Chester Grant, Agent 8
Baltimore Life Insurance Company 15
461 Purdum Boulevard 19
East Brady, PA 16028 24

Dear Mr. Grant: 27

I have an insurance policy with your company, No. 15682. 38
This policy covers flood and wind damage to my cottage 49
which is located on Simpson Avenue, along the river. 60

Could you tell me what procedure I must follow to present 72
a claim to your company? For example, will it be necessary 84
to complete any claims forms for your company before I have 96
the work done and send you the bill? 103

As the summer season is rapidly approaching, it is impera- 115
tive that I get this matter taken care of soon. Therefore, 127
I would appreciate your quick response to these questions. 139

Very truly yours, 143

Mike Anderson 146

at 147

Problem 3

Objective: Given a 15-minute production timing on short, unarrranged memos, demonstrate your ability to (1) type the memos in acceptable style using preprinted forms and making a carbon of each and (2) proofread and correct any errors on both originals and carbons at a minimum production rate of 10 words a minute.

1. Acceptable form:

   A. Information typed horizontally with guide words.

   B. Titles may be typed on the same line if separated by a comma.

   C. Paragraphs may be indented.

   D. Initials must be typed.

   E. Margins: Even with the "F" in From or aligned with names.

   F. Carbon must be corrected.

2. Compute total words and divide by 15.

3. Identify errors as follows:

   A. Typographical

   B. Style/Placement

P-8

I N T E R O F F I C E M E M O R A N D U M

Words

TO: Carl Evans — 5
Claims Director — 8

DATE: June 10, 1977 — 8

FROM: James Harpster — 11
Vice President — 13

SUBJECT: Refund on Claim No. 264 — 16

Just today, I received a phone call from Mrs. Jane Thompson. She stated that she traveled on our flight to Tulsa on Friday, April 17. — 46

It seems that there is some confusion as to whether Mrs. Thompson lost one or two pieces of luggage on the trip. She claims that she lost two; however, our records show that only one piece of luggage was checked in when she boarded the plane. Is there any other data you might provide that would be helpful in settling this matter? — 114

at — 115

I N T E R O F F I C E M E M O R A N D U M

Words

TO: Ms. Jill Colbert 6
Personnel Manager 9

DATE: June 10, 1977

FROM: Dr. Robert Johnson

SUBJECT: Seminar for Staff Clerk. 18

I have recently talked with all of the other doctors in our unit about the 33
skill level of the staff clerks. There are just too many proofreading and 48
typing errors occurring in this area. 56

As a result of our meeting, we are suggesting that a seminar be designed to 71
help upgrade the skills of these clerks. Do you have any other ideas? 85

at 86

Objective: Given a 15-minute production timing on rough-draft manuscript containing both proofreaders' symbols and handwritten corrections, demonstrate your ability to (1) type the manuscript in unbound form and (2) proofread and correct any errors at a minimum production rate of 14 words a minute.

1. Accept a ";" after job in the last line of the second paragraph.

2. Also, second paragraph, line 4, do not mark it off if the student omits the right quotation mark after winning.

3. Compute total words and divide by 15.

4. Identify errors:

   A. Typographical

   B. Style/Placement

5. Acceptable form:

   A. Triple space after title and before side headings.

   B. Margins are 15 and 90 on elite (1¾"). Allow a space either way on this.

   C. Begin title on line 13; leave 6-9 lines at the bottom of the 1st page. (Use good judgment here.)

Words

ACHIEVING THROUGH PERFORMANCE 6

Many young people today state as a long-range goal that they wish to be successful in the career they pursue. They are aware that many factors will help to determine the amount of success they will achieve during their career. The virtues discussed in the following five sections are among these many factors. 21 37 53 68 70

HAVE A WINNING ATTITUDE 75

You should always attempt to bring a "winning attitude" to the job each day. Without the proper attitude, it is very unlikely that you will be able to develop your full potential. Your attitude affects your business behavior, your job performance, and your ability to work with and lead others. A "winning" attitude" can be developed by doing such things as: Striving for full mastery on each aspect of your job; volunteering to do that extra assignment that will take you beyond your job: and being committed to your employer. 90 106 122 138 154 170 185

BE AMBITIOUS 188

If you are going to reach your full potential, you must have ambition. Ambition is a virtue that will attract the kind of attention that makes things happen in a career. You can show that you are ambitious by using your present position to prove to your supervisors that you are a highly skilled person who can assume more responsibilities. 202 217 232 247 258

BE CREATIVE 263

In addition to being skilled in the practical use of knowledge within 277
your field, you must become skilled in using facts for the first time. You 292
must keep your ears and eyes open to find methods that you can use to make 307
operations more effective and efficient. You should always question each 322
part of your job to seek ways to improve. Never become satisfied with the 337
way something is being done because it is the way it has been done for many 352
years. 354

BE CURRENT 356

Do not let your learning stop when you are graduated from your school. 370
You must continue to grow by learning new things about your present job and 385
your next job; the people you work and live with; the company you work for 400
and the industry to which it belongs; the changes in your field of work. 415
One thing is certain--there will be many changes in the world that will 430
affect your career. The successful person is the one who can foresee the 445
changes and adjust to them. 451

BE COMPLETE 454

Successful people are aware that their knowledge of business and their 468
ability to work with and lead people have been very important to their career. 484
You, too, can be successful in your career if you set realistic goals and 499
prepare yourself to meet the challenges along your career path. To do so, 514
you must build upon the basics you take with you to your first job by being 529
ambitious, creative, current, and by having a "winning attitude." 542

Problem 5

Objective: Given a 15-minute production timing on three-column arranged table containing words, figures, and columnar headings, demonstrate your ability to (1) center and type table in unruled form and (2) proofread and correct any errors at a minimum production rate of 10 words a minute.

1. Compute total words and divide by 10.

2. Identify errors:

   A. Typographical

   B. Style/Placement

3. Check for:

   A. Spacing between columns--8.

   B. Triple space before titles.

   C. Left Margin on 18; space down from the top 15.

   D. Centering of column headings.

Words

ROBERT MORRIS COLLEGE 4

Courses Offered to Freshmen by Percent 12

Course Title	Department	Percent	20
English Composition I	Humanities	91%	27
Principles of Accounting	Accounting	45%	35
Shorthand Theory	Secretarial	70%	41
Economics History	Finance	32%	47
General Psychology	Social Sciences	60%	55
Data Processing	Computer Science	44%	62
Retail Selling	Marketing	33%	68
College Mathematics	Mathematics	80%	75
Typewriting Techniques	Secretarial	85%	83
Principles of Sociology	Social Sciences	65%	92
Applied Business Law I	Management	46%	99
U.S. History to 1865	History	35%	105
American National Government	Political Science	20%	115
Marriage and Family	Social Sciences	15%	123
Math of Business/Finance	Secretarial	60%	131
Introduction to Business	Management	33%	138

Problem 6

Objective: Given a 10-minute production timing on invoices, demonstrate your ability to (1) type on printed invoice forms the information as shown and (2) proofread and correct any errors at a minimum production rate of 10 words a minute.

1. Compute total words and divide by 10.

2. Identify errors:

   A. Typographical

   B. Style/Placement

3. Remember, the directions state that the forms are to be typed "as shown below."

4. The information typed horizontally with guide words.

5. Accept 20# (no space) on line 1 of the first invoice.

6. The numbers should be placed as they are placed on this form. Just count off one error in placement or style if this is too far off.

Problem 6: INVOICE

CORAOPOLIS STATIONERY SUPPLIES
507 BEAVER STREET
CORAOPOLIS, PA 15108

P-16

TO: Michael Ross Associates
4301 Dutch Road
Aliquippa, PA 15001

DATE: June 13, 1977

Quantity	Description	Rate	Amount
12	Reams of 20 # White Bond Typing Paper	5.75	69.00
2	Cartons of 10 Scotch (magic) tape	9.25	18.50
6	785 One-Time Carbon Ribbon	4.00	24.00
12	Boxes of 264 Gem Paper Clips	.39	4.68
5	Boxes of #3 Lead Pencils	2.75	13.75
	Total Amount Due		129.93

INVOICE

CORAOPOLIS STATIONERY SUPPLIES
507 BEAVER STREET
CORAOPOLIS, PA 15108

TO: Tile City Stores
100 Park Ridge Drive
McKeesport, PA 15135

DATE: June 13, 1977

Quantity	Description	Rate	Amount
36	F-25 Fine Point Bic Pens	.25	9.00
24	Flare Felt Tip Pens	.39	9.36
4	A-1 12" Rulers	.35	1.40
6	Stenographers Notebooks	.29	1.74
3	365-Day Appointment Calendars (3" x 5")	3.50	10.50
	Total Amount Due		32.00

Words
7
10
15
24
25
34
42
50
58
63
68
72
77
84
90
95
102
108
113
118

Objective: Given a typing style and English usage test containing 50 objective items previously presented, demonstrate your ability to make a correct response to at least 35 of the test items within 30 minutes.

1. For #6, accept the answer "1" or "0"

2. For #7, accept the answer "1" or "0"

3. For Item #24, accept either "yes" or "no"

Problem 7: Objective Test

Indicate the spacing required in each of the following instances. Write 0 (for none), 1, or 2 in the answer blank provided.

1. After a period that ends a sentence.	1. 2
2. After a semicolon within a sentence.	2. 1
3. After a question mark that ends a sentence.	3. 2
4. After a period that ends an abbreviation.	4. 1
5. After a colon that is used within a sentence.	5. 2
6. Between a whole number and a fraction when typing a mixed number.	6. 1 or 0
7. Before and after a dash that is used within a sentence.	7. 0 or 1

One word in each line is divided incorrectly. Identify that word by placing the letter of your choice in the answer blank.

8. a. tele-phone b. de-cide c. ship-ped d. ex-cept — 8. C
9. a. inter-views b. ser-vice c. steno-grapher d. prod-uct — 9. C
10. a. a-long b. aban-don c. ahead d. re-ceipt — 10. A
11. a. fis-cal b. friend-ly c. cen-tral d. smil-ing — 11. B
12. a. jump-ing b. busi-ness c. how-ever d. should-n't — 12. D

Match the following machine parts in Column A with the letter of the appropriate description in Column B.

Column A

13. D Paper release
14. A Paper bail
15. H Line space regulator
16. G Margin stops
17. F Margin release
18. B Variable line spacer
19. J Paper guide
20. E Tabulator

A. Used to hold the paper firmly against platen.
B. Used for slight vertical changes.
C. Used to disengage ribbon.
D. Used to loosen paper for removing.
E. Used for indenting.
F. Used to unlock margin.
G. Used to provide consistent and equal margins on both sides of the paper.
H. Used for automatic vertical spacing.
I. Used to clear tab stops.
J. Used to determine the point in which the center of the paper will appear.

Indicate whether the following underscored punctuation marks are placed correctly in relation to the quotation marks in these sentences by writing "Yes" or "No" in the answer blank at the right.

21. He stated, "The rules are too difficult to understand." — Yes
22. The teacher "shouted;" the scores were too low. — No
23. "You will have to do more than that", Jim told me. — No
24. When did she ask, "May I go with you?" — Yes or No
25. Our class has been studying "Western Ho!" — Yes

Fill in the blanks--Place the correct answer in the space to the right of each question.

26. When a colon is used after the salutation and a comma is used after a complimentary closing in a business letter, the typist is using ? punctuation style. — mixed
27. When the colon and comma are omitted from the salutation and complimentary closing of a business letter, the typist is using ? punctuation. — open
28. A horizontal inch of pica type has ? spaces. — 10
29. On an 8½x11" sheet of paper, an elite typewriter will print ? horizontal spaces. — 102
30. There are ? vertical lines to an inch on a standard typewriter. — 6
31. When a typewriter is set for double spacing, ? line(s) of space will be left between the typewritten lines. — one
32. The scale reading at the left edge of a sheet of paper is 0; at the right edge it is 88. The horizontal center of the sheet is ?. — 44
33. To center *By Robert L. Grubbs* correctly, backspace ? times. — 9
34. To center 41 lines of single-spaced copy on a full sheet of paper (8½x11"), begin the typing on line ? counting from the top. — 13
35. To center 11 lines of double-spaced copy on a sheet of paper containing 50 lines, you would begin typing on line ?. — 15
36. Column headings in a table should be preceded by ? blank lines. — two
37. To leave a 2½" top margin on a page, you would begin typing on line ?. — 16

Multiple Choice--Place the correct letter in the answer blank.

38. The main body of a manuscript should be typed with (a) single (b) double (c) triple spacing. b

39. Footnotes in a manuscript should be (a) single spaced (b) double spaced (c) triple spaced. a

40. The typist usually uses a (a) 5" (b) 6" (c) 7" line of writing to type a manuscript. b

41. The bottom margin of a manuscript should be (a) less than an inch (b) 1 - 1½" (c) more than 1½". b

42. A business letter that is typed on standard size stationery that contains 168 words in the body of the letter would require a line length of (a) 4 or 4½" (b) 5 or 5½" (c) 6 or 6½". b

43. A business letter that is to be typed on standard size stationery that contains 75 words in the body would require side margins of (a) 2 or 2½" (b) 1½ or 1 3/4" (c) 1 or 1¼". a

44. Numbers at the beginning of a sentence should be (a) typed in words (b) typed in figures (c) either a or b. a

45. If reference initials, enclosure notations, and carbon copy notations all appear in the same business letter, the second notation on the page should be the (a) reference initials (b) carbon copy notation (c) enclosure notation. c

46. If an attention line is used in a letter, (a) it must precede the salutation (b) Gentlemen cannot be used as the salutation (c) it must be typed in all caps. a

47. If the subject line is used in a letter, (a) the salutation must be Gentlemen (b) it may be at the left margin (c) it precedes the salutation. b

48. When the company name is typed in the closing lines of a business letter, it is typed in all capital letters (a) on the first line (b) on the second line (c) on the third line below the complimentary closing. b

49. If a writer's name and title are to be typed in a letter, you should (a) type the title first (b) type the title in all caps (c) type the name first. c

50. Footnotes in a manuscript are identified by (a) asterisks (b) letters (c) numbers. c

APPENDIX Q

Percentage of Students Meeting the Competencies According to School Size, Location, and Population

	Straight Copy	Letters	Carbon Memo	Manu-script	Table	Invoices	Obj. Test	Proof-reading
Size								
large	53	50	44	56	53	55	55	50
small	47	50	56	44	47	45	45	50
Population								
large	81	68	72	67	69	64	67	79
small	19	32	28	33	31	36	33	21
Location								
east	56	47	40	45	46	25	51	30
middle	21	28	27	27	26	34	26	29
west	23	25	34	28	28	41	23	41

APPENDIX R

Synopsis of Feedback Sheets Returned by Participating Schools

Questionnaires were sent to all the participating schools. Sixteen schools (42%) returned the completed questionnaires. The following is a resume of the feedback.

	1	2	3	4	5	6	7	
1. Materials were received far enough ahead of time so they could be examined by the testers	14	1			1			(16)
2. A separate letter informing one of the mailing of the tests was helpful.	11	1	1	2				(15)
3. Instructions for administering the tests:								
-identifying the supplies needed was helpful	9	5						(14)
-explaining the production tests was clear	7	5	1	1				(14)
-instructions were clear for:								
timed writings	9	4	1					(14)
business letters	9	5						(14)
memorandums	7	6	1					(14)
unbound manuscripts	7	5	1	1				(14)
column table	9	4			1			(14)
invoices	8	5						(13)
objective test	8	4	1		1			(14)
4. The quality of the forms included was good.	10	1	2				1	(14)
5. The amount of time needed for administering the test was realistic.	3	2	3	1	2	3	1	(15)
6. Directions for the return of the tests were clear.	13	2						(15)
7. The student coding was clear.	13	2						(15)
8. The suggestions given for keeping tests two through six together were helpful.	7	4	3		1			(15)

9. Ten of the sixteen responses reflected on the absenteeism which is much more prevalent at the end of the school year. Several further commented on the fact that the tests were given at the end of the year when much other testing is done.

10. Of the 14 responses, a majority stated that directions seemed clear or else a call to RMC clarified what was misunderstood. Two thought the directions were ambiguous and one commented on uncorrected errors (2) in the copy.

TEST

Test One-- Of the twelve responses, ten indicated "no problem" or appropriate." One commented on whether manual or electric typewriters being used made a difference.

Test Two--Of the twelve responses, one-half (six) said that not enough time was allowed for first-year typing students to perform the task while four (one-third) thought the time was sufficient. Also reflected in the responses was the misunderstanding that all the letters had to be completed.

Test Three--Thirteen responses were received. These covered a variety of comments, four thought this skill was taught in Typing II, five thought the timing and level of difficulty was appropriate. Several thought the directions were not clear.

Test Four--Of the twelve responses, the major comments varied from time (four thought the time was not long enough) to rules concerning margins.

Test Five--Thirteen responses. Nine saw no problem for this test.

Test Six--Twelve responses. Six saw this test as belonging in Typing II, whereas four commented that it was not hard.

Test Seven--Thirteen responses. These were very mixed, ranging from "too difficult" to "some things on this test we did not cover this year."

TYPING PROJECT---FEEDBACK

A. Please rank the following according to their helpfulness in administering the typing tests in your school.

	Agree - Disagree
1. Materials were received far enough ahead of time so they could be examined by the testers.	1 2 3 4 5 6 7
2. A separate letter informing one of the mailing of the tests was helpful.	1 2 3 4 5 6 7
3. Instructions for administering the tests:	
--identifying the supplies needed was helpful	1 2 3 4 5 6 7
--explaining the production tests was clear	1 2 3 4 5 6 7
--instructions were clear for: timed writing	1 2 3 4 5 6 7
business letters	1 2 3 4 5 6 7
memorandums	1 2 3 4 5 6 7
unbound manuscripts	1 2 3 4 5 6 7
column table	1 2 3 4 5 6 7
invoices	1 2 3 4 5 6 7
objective test	1 2 3 4 5 6 7
4. The quality of the forms included was good.	1 2 3 4 5 6 7
5. The amount of time needed for administering the tests was realistic.	1 2 3 4 5 6 7
6. Directions for the return of the tests were clear.	1 2 3 4 5 6 7
7. The student coding was clear.	1 2 3 4 5 6 7
8. The suggestions given for keeping tests two through six together were helpful.	1 2 3 4 5 6 7

B. Please comment on the following:

9. The difficulties you experienced in completing the testing because of absenteeism.

10. The difficulties in administering the tests because of unclearness or errors.

C. Please comment on the timing, appropriateness, level of difficulty, clarity, and so on of the tests:

11. Test one: timed writing

12. Test two: unarranged business letters

13. Test three: interoffice memorandums

14. Test four: unbound manuscript

15. Test five: 3-column table

16. Test six: invoices

17. Test seven: objective test

Was there anything you noticed in the administering of these tasks that might be helpful for the director of this project to know?

Thank you.

Please return by June 30, 1977.

ROBERT MORRIS COLLEGE

PITTSBURGH CENTER: 610 FIFTH AVENUE, PITTSBURGH, PENNSYLVANIA 15219 (412) 734-0440
MOON CAMPUS: NARROWS RUN RD., MOON TOWNSHIP, CORAOPOLIS, PA. 15108 (412) 264-9300

The materials ( ) you sent for the typing project have been received. The task now is to correct the completed work. This will take the typing project staff the greater part of the summer, and so no preliminary report will be available to you before September. If you are anticipating a change and/or are no longer the contact person at your school for the project, please inform me.

One last request: Would you please complete the enclosed feedback sheet concerning the project and forward it to us? If more than one faculty member helped in giving these tests, you may want to either reproduce enough copies of the questionnaire for each or send one composite response.

Thank you much for your time and cooperation. Those of us at Robert Morris College working on the project have been very pleased with the helpfulness of the schools involved.

Sincerely,

Jean Silvernail (Dr.)
Assistant Director
Typing Project

at

Enclosures

APPENDIX S

Triple Control Test for Timed Writing

all letters used | A | 1.5 si | 5.6 awl | 80% hfw | gwam 5'

In a business office many workers are expected to be able to com-	3	76
pose routine memos, letters, and other kinds of business communications.	5	79
For those whose jobs require them to type, it is expected that much of	8	82
the composing will be done at a typewriter. In spite of the fact that	11	85
some composing practice is provided in most training programs for typ-	14	88
ists, men and women who supervise office work generally agree that new	17	91
office workers do not perform this task with speed or ease. A number of	20	94
causes for this have been given. Among them are poor training for job	23	96
skills in schools, a poor mastery of language skills, and an inability	25	99
to think and type at the same time.	27	101
It is likely, however, that none of these is the major reason. To	30	103
be able to express an idea clearly, one must first have a clear idea	32	106
and the vocabulary to communicate it. This means that the writer or	35	109
typist must understand fully the situation that requires a composed mes-	38	112
sage. Second, it is essential that the writer know the precise purpose	41	115
of the message and be able to state it clearly. Third, the writer must	44	118
be able to select and organize facts or other information in support of	47	121
the central purpose of the message. Fourth, the writer must be able to	50	123
arrange the content so that each item leads smoothly and clearly to the	52	126
goal of the message.	53	127
The real problem in composing on the machine results from a lack	56	130
of ability to select, analyze, and organize data or other information	59	133
to support the purpose of a message or to convince the one addressed to	62	135
take the action we want taken. Such skill must be built to at least a	64	138
useful level in English and other communication courses if it is to be	67	141
applied during composing activities at the typewriter. If this skill	70	144
has been developed to the proper point, thinking and typing at the same	73	147
time is not difficult.	74	148

wam 5'/ 1 / 2 / 3 /